

Cleobury Mortimer Playgroup

Cleobury Mortimer Primary School, Love Lane, Cleobury Mortimer, KIDDERMINSTER, Worcestershire, DY14 8PE

Inspection date	11/11/2014
Previous inspection date	21/05/2014

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff provide a range of play activities to help children develop towards the early learning goals. Suitable methods for teaching include following children's lead and their interests, which supports their satisfactory progress in learning.
- Partnerships with parents and carers are good because communication about children's needs is consistent. This helps to support children's emotional well-being.
- The manager and staff are clearly informed of procedures for reporting any safeguarding concerns relating to the protection of children.
- Monitoring and self-evaluation are generally effective in maintaining continuous improvement in the provision.

It is not yet good because

- Performance management systems have not been effectively established. As a result, staff do not have the opportunity to receive coaching, training or have confidential discussion that promotes their professional development.
- Children are not always able to independently select equipment to support their own initiated play.
- Staff are generally well organised, but there are times when children have to wait because staff are not fully prepared for changes in routines.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed the staff engaging with children in a range of indoor and outdoor learning activities.
- The inspector held discussions with some committee members, the manager and staff.
- The inspector looked at documentation, including a selection of policies and procedures, evidence of staff suitability and qualifications, and the children's learning records.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector conducted a joint observation with the manager.

Inspector

Amanda Tompkin

Full report

Information about the setting

Cleobury Mortimer Playgroup has been in running for over 40 years. The playgroup re-registered at the current premises in 2012. It is registered Early Years Register and is managed by a committee. The playgroup operates from a classroom in Cleobury Mortimer Primary School, South Shropshire. There are opportunities for children to use other areas of the school, such as the hall. Children have access to a secure enclosed outdoor play area and other areas of the school grounds, including the Forest School. The playgroup serves children from the local and surrounding areas. Four members of staff including the provider work with the children. Of these, three staff hold appropriate early years qualifications at level 2 or 3. The playgroup currently opens for five days a week during school term times. Session times are from 9am to 3pm on a Monday and Wednesday, 9am to 1pm on a Tuesday and Thursday and from 9am to 12pm on a Friday. Children can attend for a variety of sessions. There are currently 26 children on roll. The playgroup provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- implement appropriate arrangements for the supervision of staff which provides support, coaching, training, promotes the interests of children and encourages confidential discussion of sensitive issues.

To further improve the quality of the early years provision the provider should:

- improve the storage of resources and equipment so that children can independently select appropriate toys to extend their self-chosen play activities
- review the organisation of routines during the day, so that changes between different activities run smoothly and children are not kept waiting.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy their time spent at the welcoming playgroup. Staff create an environment which interests and engages the children in their play and learning. As a result, children make satisfactory progress towards early learning goals during their time at the setting. Staff know children well and they provide a range of activities, which children enjoy taking part in. Children have a suitable balance of adult-led and child-initiated activities.

However, the toys and equipment are not always effectively stored, so that children are able to independently access them for themselves to enable them to extend their chosen play activities.

Children's personal, social and emotional development is promoted well as staff take time to get to know their likes, preferences and dislikes. They foster positive relationships with the children, this helps children to settle quickly into their new environment when they begin at the playgroup. Staff seek relevant information from parents when children first start. They do this through written information, settling-in sessions and discussion. Parents are invited into the playgroup on a regular basis, they are provided with a daily diary and staff chat to parents when they drop off and collect their children. This ensures that they are suitably involved in their children's learning so as to continue at home and are aware of the progress they are making.

Children's physical development is supported well as the playground is a regular feature of children's play and learning. They develop good coordination, balance and control as they use varied physical play apparatus. Children also enjoy using paint brushes and covering the walls with water, allowing them to experiment and try out making marks to support their early writing skills. Children gain some of the learning skills that prepare them for their move to school. For example, staff plan some group activities where they encourage and support the children to share and take turns in their play and conversation. Staff regularly read books to the children and by doing so develop children's listening skills and vocabulary.

The contribution of the early years provision to the well-being of children

Children demonstrate that they feel safe and secure within the playgroup as they confidently explore their environment. Children develop good relationships with staff and their key persons, who are positive and attentive towards children. The environment is bright and cheerful, and displays of children's work enhance the playgroup and add to children's self-esteem. The playgroup is warm, welcoming and well organised and staff organise children's play experiences well. However, there is room to improve the organisation at times of change, to ensure that the younger children do not get distracted and are kept engaged during routines, such as mealtimes and the flow between indoor and outdoor play.

Children's good health is supported as they are provided with healthy snacks to choose from. Their independence is encouraged through routine activities, such as snack time, when children are encouraged to cut their own fruit. Children bring their own lunches from home, which staff ensure are healthy and suitable for children, by providing relevant information for parents. The playgroup follow good hygiene procedures as staff and children wash hands at appropriate times throughout the day. Children are active outdoors on a daily basis and staff explain the importance of making healthy choices in their food.

Children are beginning to understand the importance of their own safety, as they receive gentle reminders from staff about sitting properly on chairs. Staff remind children about

the rules while using the playground, consequently, children are aware that they cannot play on the tyre steps as recent rainfall have made them slippery and therefore, not safe to use. Children behave well as staff act as good role models. Children are reminded to share and take turns and to respect each other. Children are emotionally well prepared for the next stage of their learning because staff give careful consideration to preparing them for school. Partnerships with the host primary school are very good, the reception teacher knows the children well because they often visit her classroom, as well as her visiting them in their own environment. These visits enable children to have a sense of belonging, as well as supporting their growing confidence and independence, aiding a smooth move to school.

The effectiveness of the leadership and management of the early years provision

Staff carry out thorough risk assessments and daily checks on the areas used by the children which help ensure the premises are safe for children. The manager and staff have a good understanding of safeguarding procedures and are aware of how to protect children in their care. Contact details for the local authority safeguarding team are on display so that staff and parents are aware of what to do to keep children and themselves safe. The playgroup follows good procedures to ensure no unauthorised person can gain entry to the building. Staff accurately monitor the gate in the playground to ensure only known parents and visitors gain access to the playground. The high staff to child ratio ensures that the children are well supervised throughout the day, which further promotes children's safety and well-being. Adequate recruitment procedures are followed to check all staff are suitable to work with children. However, the system for staff supervision is informal and not rigorous enough to ensure that staff have opportunities to discuss and share sensitive or confidential information regarding children's welfare and development. Neither does it fully link with observations to support and clearly identify further training needs or give opportunities for coaching, so as to further improve children's learning. This is a breach in requirements and shows a weakness in leaders and managers knowledge of the Early Years Foundation Stage.

The playgroup has received one monitoring visit, and made improvements since the last inspection in order to address the actions set. The committee promptly applied for Disclosure and Barring Service checks, ensuring all those involved with the setting are assessed for suitability for their roles. Procedures for monitoring and evaluating the quality of the playgroup's provision have been improved. The chair of the committee now conducts regular observations on the manager and staff, to ensure staff receive suitable support, needed to improve their professional development. Staff have accessed training from the local authority to help improve their knowledge on planning and assessment. Staff deployment is given careful consideration, and staff generally supervise children well. As a result, children's behaviour is broadly managed well. Children's records have been reviewed and now contain information to meet the standards required.

Systems are in place to track children's progress and where children may need additional support activities are planned to meet each child's needs. As a result, any gaps in

children's learning are closing and children are making suitable progress. Staff demonstrate clear ideas how to drive the playgroup forward and regularly reflect and evaluate their practice. The playgroup have recently established an early years provision forum in the local area. They intend to meet regularly with other local providers to share good practice and to provide a collaborative network of mutual support. Everyone's views are sought and valued, including other professionals involved with children, children themselves and parents. Parents views are also sought informally during conversations with key persons on a daily basis. Partnerships with parents is strong and parents speak highly of the playgroup, expressing how they are kept up to date about their children's development and how well the staff have helped their children to settle. Overall, children appear happy and enjoy their time spent at this happy and caring playgroup.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY443208
Local authority	Shropshire
Inspection number	977771
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	26
Name of provider	Cleobury Mortimer Playgroup Committee
Date of previous inspection	21/05/2014
Telephone number	01299270313

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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